THE CECIL C. TYRRELL LIBRARY
Broome Community College
Binghamton, New York 13902

In 3 years we may have a new bookstore – and the Vietnam War will end in 1968.

Bookstore and FSA: Things That Go Bump in the Dark

Quite a bit has been said lately between Students, about our Student Bookstore. Complaints about book prices, delays and shortages, priorities of certain services, etc. have been expressed with apparently little effect. I have been stung by the same prices and marveled at the same beer mugs as everyone else. We decided that a complete investigation into Bookstore operations would be a good idea before any action be attempted.

It would have been extremely easy to assault the Bookstore Manager, Mr. Gary Finch. Appropriate pictures, quotes out of context and other maneuvers would have produced the image of a money-hungry, unconcerned bastard weilding his economic power over thousands cringing in poverty. The paper would have completed another crusade, everyone would be happy – except the few concerned with truth and real results. I am one of the few and although I was prepared from the beginning td dig deep where it might hurt, I wanted facts to do the work, not fabrications.

In an interview with Mr. Finch, a number of things became apparent.

(1) The Bookstore serves 4300 students (night and day) with what definitely appears to be extremely crowded facilities.

(2) Bookstore policy is determined by the Faculty-Student Association (FSA). More on this later.

(3) According to Mr. Finch, "Textbook prices are determined by the publishers. They set the list prices. Of course we are entitled to a discount to offset the expense of running the Bookstore." The reader should keep in mind No. 2 above and remember that it is FSA that decides to charge the list price determined by the publisher. Another interesting note: all the price stickers on books that cover lower prices are put there by the publisher. The bookstore isn't trying to put one over. These price increases are dictated by rising costs of publication.

(4) Priorities (or what to sell

(Cont'd – See Bookstore – Page 4)

The FULCRUM

BTCC

Vol. XXII, No. 13 | Broome Technical Community College, Binghamton, N. Y. | Wednesday, February 3, 1971

A Big Change... with a little help from our friends

It seems that there is a definite need to change the existing policy of using the quarter systems and switching to the semester system. Problems which are now being endured by the students could be alleviated by this change.

The first problem a student might encounter while at Broome Community College would be the transfer from one program to another, i.e. transfer from the day program to the continuing education program or to the summer program. The semester system would allow full coordination between each.

With such parallel scheduling a student could, should the need arise, transfer from one program to another with no loss of time, content sequence, or credit. The transfer process would be similar to simply changing sections within a program. For example, there is inherent in our present system a tendency for the two aspects of the college to develop along different lines in curriculum development. Mr. Collins' new sequence in Political Science was dictated in part by the need to offer a course made up of three units. Mr. Place of Con Ed was confronted with a different problem: a two part course to accommodate the semester system. The result is two year long courses with quite different emphasis and organization. The system itself forbids the type of minimal control necessary in introductory courses.

The part time student taking courses during the day and night would benefit from a balanced schedule offering equal starting dates and exam periods. An example of the awkwardness of operating with two different systems in the same college is as follows: Several students enrolled in the Con Ed LA 055 Economics 1 course (3 semester hr. credit) also enrolled in the day school Winter term LA 256 Economics (2 quarter hr. credit) in anticipation of completing the Eco. course by June, 1971. They enrolled in the day school and attended classes for two weeks of the Winter term before the results of their semester work in Con Ed. was known. It developed that they failed the LA 055 course and now could not continue in the day school because of the failed prerequisite.

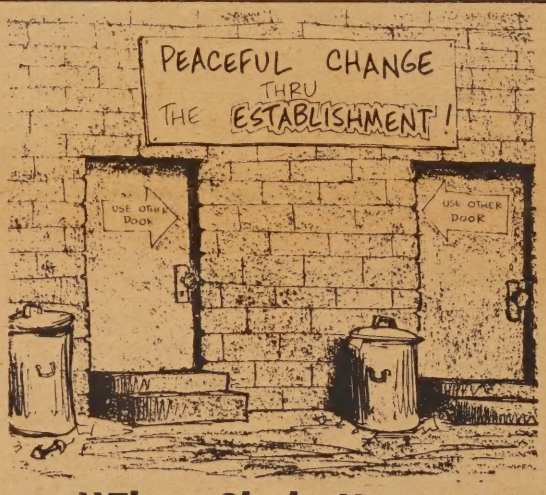
The semester system operating in both the day and night programs would result in greater flexibility of course offerings for all students. Limited registration courses could be scheduled once in either division rather than being needlessly duplicated.

The semester system could be extended into the summer school, making possible two 6 week terms. Students could choose to accelerate their education through enrollment in such sessions.

The next problem would be of transferring to a four year

(Cont'd – See A Big Change-Page 3)

FRIDAY'S REFERENDUM PROPOSALS... SEE PAGE 5



"Thou Shalt Not... But Why?"

It appears to be about time that the Broome Tech "full-time division" caught up with its evening counter-part and began to offer a meaningful process for the evaluation of its instructurs. Unofficially, an Administrative–Faculty–Student evaluation committee has existed for the past year and one half. But this, combined with the random, and arbitrary use of student survey forms, has comprised the bulk of our efforts to evaluate the faculty. True, each Department Chairman is responsible for evaluating his charges, but if the past provides any clues to its effectiveness, they are certainly not apparent to the casual observer. Another unfortunate consequence of evaluation by Department Chairmen alone, is the example of an instructor who was not given a lightened course-load, (as is generally the rule) to pursue further graduate study, because as his Chairman explained; "there is no room in this department for a man with a Ph. D." I think it is called protective security. Enough griping, now for some constructive alternatives.

The following seemed so appropriate to Broome Tech, that I have taken the liberty of quoting directly from The Recognition and Evaluation of Teaching, by Kenneth E. Eble.

"The inadequacies of our present procedures for evaluating and recognizing teaching effectiveness are most apparent where decisions are being made about retention, promotion, and tenure. The decision for or against tenure is critically important both for the young teacher and the institution. In thousands of instances each year this decision is made on the basis of extremely tenuous information about his teaching ability; a limited amount of student response, usually informal, undiscriminated, and distorted by successive reporters; judgements by deans, chairmen or colleagues deriving from social conversations and corridor exchanges; and guesses about classroom effectiveness based on the faculty member's performance of quite different institutional duties."

It is my opinion, that a meaningful contribution to the evaluation

(Continued – see "Thou Shalt Not" Page 6)

Let's all carry time cards

The necessity for an unlimited cut policy is becoming more apparent to all students. The present cut policy leaves it up to the individual teacher which places the student at their mercy. Many teachers place the student in double jeopardy when a student misses three classes. For example, suppose a student misses three classes; before he can attempt to make up the work he is put down a letter grade. Sickness is supposedly a legitimate excuse for absence but there are cases when the teacher did not believe the student was sick. The time has come for the administration to realize that the students are mature enough to make their own decisions and if they are not mature enough they should not be in college.

In many cases the student need not come to class to do well on the tests. So why, if a student maintains good grades, completes the assignments, is present for examinations, and learns all necessary material, is he placed down a letter grade? Why do we allow the faculty and administration to watch over us like expectant mother?

This problem can be solved through the students united effort. Speak to your teachers, let them know your views and talk it up. This can be the greatest pressure we can apply. After all, there are 2040 students here on campus and once we are united there will be no childish institutions on campus that can survive – and maybe then we will find a college campus at Broome Community College.

Editor's Note:
Grievance articles in this issue are the result of the findings of the Grievance Committee, which is solely responsible for their content.

As We See It...

Michel DuMont

Change is progress. Improvements are change. These are the theories of the last two centuries.

One way to improve is to point out the faults of the present system, and design a new course of action, but this takes time and cooperation and action on all sides involved, and all differences of opinion or course of action should be solved in a peaceful manner.

The students of Broome Tech have taken action against short-comings of the present campus system, including the cut system, the semester system, the book store, and the direction of Student Activity fees. These are definite grievances. They have requested action to be taken by the administration to rectify these problems, or to alleviate them totally. Since no action has been taken these problems are being presented to the student body as a whole, through petitions and print.

As the information is presented, the student body should fomulate a point of view and express it during the referendum which is being held by the Grievance Committee to force the changes so badly needed here on campus.

These changes in the system and in placement of responsibility are essential to increasing student involvement at Tech. As students are given more responsibility concerning the Administrative duties, they will be more conscious of the difficulty in running a campus of this size, and will relieve administrators from petty duties, leaving them free to attend to more vital issues — issues which continue to perpetrate change.

And change is truly progress.

W.W. II Vet... Views Today

He can be seen busily working in any one of the Mechanical, Administration, or Library buildings. To the Liberal Arts student, however, Mr. George VanDuser is a familiar person seen and conversed with in Titchener Hall.

A World War II veteran, Mr. Van Duser has been employed at Broome Tech for twelve years. He likes working here and he says he hasn't seen any real change in the youth for the time he has been with them.

Mr. VanDuser does believe, however, that for the youth of today, education is very important. He feels that each student on campus should take advantage of his situation as a student. A good education, he believes, leads towards a better and more secure future.

Asked for his opinion on the recent Women's Liberation movements Mr. VanDuser's only reply was: "What do they want to be liberated from? A woman should be a woman and not try to compete with a man."

LETTERS to EDITOR

All letters to the editor are encouraged and welcomed. The editor recommends that all letters should be limited to 300 words, typewritten and double-spaced. Letters should be placed in the box outside the press room. Names will be withheld on request, but all letters must bear the author's signature. Letters to the editor do not necessarily reflect the opinions of this staff. We do not hold the right to change the content or wording of any letters; they are printed as submitted. — Ed.

Parking...

To the Editor:

Now is the period during which the Student Senate and Student Court should begin a dialogue with the Administration to ensure a better understanding on the parking problems. At this time the college is under a period of construction; proposals which would insure better use of the parking facilities should be delineated by both the students and the Administration to result in a coherent program of parking and its enforcement. Without a coherent program, the parking problems will mount regardless of the number of parking tickets given or other disciplinary measures resulting in deepening the prejudices against school administrations and authority in general. Such prejudices can in the ensuing years create larger problems for the American society as a whole which brought them into being.

The construction program which Broome Tech is now undergoing disrupts the parking situation to the extent that tickets should be given for such offenses which add to the aggravation rather than such violations as parking on the line, etc. However, the most important thing to bear in mind is to park in such a manner that you do not add to the seriousness of the situation, but rather in its lessening.

Time For Change...

Selective Service

If one word were to be used to describe Selective Service operations of the past 13 months, that word might be "change."

In little over one year, the Selective Service came under new leadership, changed the selection process, introduced a new "image" and instituted policies which spread the obligation to serve more equally among the Nation's young men.

Although draft reforms had been recommended by the Department of Defense and several special Presidential task forces in past years, no significant changes were made in Selective Service until President Nixon signed the Random Selection, or lottery, authorization on November 26, 1969. The lottery determines a young man's chances for induction by a drawing of birthdates. The procedure shortens the induction period to 12 months, rather than the seven years under the old system, and places young men not called to meet current manpower needs in lower draft priorities in succeeding years.

The first lottery since 1942 was held in December, 1969, involving all men 19 through 26 years of age, then presently in the manpower pool. Young men with random sequence numbers 195 and below answered 163,500 draft calls during calendar year 1970.

A second drawing was held in July, 1970, to give lottery numbers to those men who turned 19 in 1970 and will form the bulk of the 1971 draft pool.

While the lottery significantly changed the draft procedures, it also served as a catalyst for less publicized, but equally important changes in Selective Service.

To carry out these changes, President Nixon selected Assistant Secretary of the Air Force and former college president Dr. Curtis W. Tarr, as his new Director of Selective Service, replacing General Lewis B. Hershey, who was promoted to a position of White House Advisor.

Shortly after Tarr's appointment in April, President Nixon ordered an end to occupational, agricultural and paternity deferments, and at the same time asked Congress to restore his authority to end all deferments based on education. He also asked for a uniform national call, requiring all men with the same lottery number to answer calls uniformly throughout the country. These decisions marked a change in draft philosophy, ending the traditional concept of channeling, by which young men were "forced" into civilian pursuits by virtue of the draft threat and the use of deferments, and removing a source of much of the difference in treatment of individual registrants across the country.

During 1970, Dr. Tarr gave priority to the development of specific guidelines and directives to local board personnel on all new policies and administrative changes, including guidelines on Supreme Court decisions which have changed Selective Service regulations, or the interpretation of existing policies.

He also established an Inspection Services Division to work directly with state headquarters and local boards to assure uniform interpretation of policies and procedures. Regional service centers also were established to provide logistic and administrative support to the 56 state headquarters units and the more than 4,000 local boards in the Selective Service System.

Committed to explaining the new direction for Selective Service to the more than 50,000 paid and volunteer personnel in the System, and to observe firsthand how the system was operating, Dr. Tarr visited 51 state headquarters, more than 600 local boards and frontline military units in Vietnam, Korea and the Philippines during the year.

As national policy changed, so too did the local boards. Continuing a program begun in 1967, boards in 1970 continued to expand their membership to ethnic minorities, women and younger people. Panels of sub-boards were added to overcome backlogs and to help implement the new procedures.

(See Selective Service - Page 6)

Two Option Grading System

The College of Arts and Sciences faculty at Oberlin College recently adopted a two-option grading system that will permit students to choose letter grades or simply a "Credit" entry for their work, and will do away with recording any grades below a C-minus.

The action was recommended by a faculty-student committee formed more than a year ago to study ways of improving methods of evaluating a student's course work. During that time a one-semester experiment with a Credit/No Entry option was tried.

The two-option system in the College of Arts and Sciences will operate through 1971-1972. The Academic Standing Committee will continue to have jurisdiction over minimum requirements for good standing.

By the spring of 1972, the division is likely to have recommendations on future grading and evaluation procedures from an Educational Commission, which is now being formed to reexamine the goals and content of Oberlin's educational program.

The full recommendation of the Committee to Study Grading and Evaluation consisted of these five points:

1. Drop D's and F's as permanently recorded grades.

2. Institute a Credit/No Entry option as follows:

Any student may, for any semester, elect to take all his courses on a Credit/No Entry basis. Credit will be considered equivalent to C- or better.

However, any faculty member may, at his option, offer a course entirely on a Credit/No Entry basis.

3. Effective Spring 1971, drop the present Satisfactory/Unsatisfactory option from the grading system.

4. Maintain as the alternative grading option, the traditional grading system, including +'s and -'s but excluding D's and F's as recorded grades (that is, A+ to C-/No Entry).

5. Except as indicated in point 3 above, the changes will operate through the academic year 1971-1972. The faculty also requests the Educational Commission to bring recommendations by the Spring of 1972 concerning future directions in grading and evaluation procedures.

The Satisfactory – Unsatisfactory option has been in effect since 1966-67. Students could select one course each semester on an ungraded basis. They could not exercise the option in their option in their major department during their junior and senior years, however.

The Fulcrum

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Seniors...
Representative in SUB Feb. 16 & 23— Graduation Announcement Orders 9:30—4:30

Dean Speaks Out...

"Items of General Interest"

by Harvey N. Roehl

I am sending this in response to your offer to print letters to the

In a recent issue of the paper, there is a petition form, citing several grievances," which I'd like to comment on individually, since there seems to be an implication here that nothing is happening.

1) Cut system and mandatory class attendance: As a member of the STUFA Committee, I can assure you that this has been discussed at length, and the student represented here (for the most part, only one student has bothered to attend) has had the opportunity of a full and lengthy exposure to the background and history of the present college policy.

It has been suggested that this be taken up directly by students with the faculty, for the simple reason that it was agreed many years ago that this properly was a matter for the teaching faculty prepared to give careful consideration to any constructive proposals which may emanate from the Faculty, and the Faculty Association is indeed working on this.

2) Change from quarter to semester system: Many schools operate on the quarter system; many operate on the semester scheme. There are good and bad aspects of both. The Dean of the College is about to direct the faculty, through their department chairmen, to make an in depth study of all aspects of this, and how such a change might be implemented should a change be deemed desirable for the total college.

3) More Counselors: As you know, this year the County Legislature approved an "open enrollment" proposal which has inherent in it more counseling activities and personnel. It is anticipated that requests will be made for more counseling staff in the budget to be submitted to the legislature for the College year starting September 1971.

4) "Used" book store – student run. The Administrative officers are not aware of any restriction which would prevent students from doing this. However, I certainly don't know just where space could be allocated for it. There have been several attempts in the past to do just this, but the amount of work involved to make it successful has evidently discouraged those students who have tried it from continuing it. I would be happy to offer a suggestion on how to do this, if you'll discuss it with me privately?

5) Student control of Student Activity Funds and Fees. You are no doubt aware that cases are in the courts right now which will have bearing on the disposition of this issue.

6) Parking tickets: I'm not sure just what the issue is, but it is certain that parking must be carefully organized and controlled on this campus if there is to be anything but chaos. The fines levied on students for parking violations have been in the hands of students for a long time. For the coming year, a joint administration-faculty-student committee has been appointed to make recommendations to the President for allocations (if any) of parking areas. I am chairman of this, and intend to call the first meeting shortly, now that we have a complete parking map available of our facilities expected to be available of our facilities expected to be available in September.

Students Seek Control of B.T. Mint

On February 5th Broome Tech students will be voting on a number of resolutions of which one concerns Student Activity Funds and Fees. This resolution states: "That the students should have complete control of student activity funds and fees, including that portion which is alloted to the athletic program:

The major complaint concerning this issue is that two bodies on campus are above Student Senate and make the final decision (in one case the only decision) concerning where and how our money is spent. These two bodies are the Student Activity Board of Control (SABC) and the Athletic Board of Control (ABC) The Student Activity Board consists of three faculty members, two administrators, and three students.

State University Chancellor Boyer talked with a BTCC student and he agrees that students should determine where the money goes in keeping with the states guidelines of educational, social, cultural and recreation benefit to the colleges purpose. The student said:

"It is my opinion that this should be a suggestive body (SABC) that helps the student in communication with the Administration, but in no way should make substantive decisions which in effect castrate the fight of the students for a democratic process in determining how their activities money is spent.:

We feel that both the ABC and SABC should be under Student Senate, not over it. We are not opposed to having faculty suggestions and ideas, but this is all student money that is being spent not, two-thirds state and county plus one-third student as is building money from tuitions. Therefore the forty dollars should be spent by students not by the faculty or administration.

(A Big Change – Cont'd from Page 1)
school. Since the vast majority of all four year colleges operate on the semester system, a parallel operation at our school would alleviate any special adjustments our students would require in transferring.

The possibility of any credit loss would no longer exist. For example, Labor Economics is more than can be handled in one term of ten weeks but not enough to warrant two terms of ten weeks each. It is usually a one semester (15-16 weeks) offering. Result: the college cannot offer Labor Economics with any hope that it will be transferable; a ten week course is suspect and no upper division will grant 6 semester hours for a course they teach in one semester for 3 hours credit.

Students transferring at mid-year would suffer no time loss between terms.

With equal time periods our individual course content could more properly equal the content of similar courses at senior institutions. Due to certain prerequisite training such coordination is of greatest concern.

Thirdly, this system would offer many advantages to the individual student. The semester plan would reduce the amount of time spent on pre-registration, registration, final exam period, and total number of tests. Such time could instead be spent on: extended instruction time, or lengthier exam periods, eliminating multiple exams for certain students on any one day, or creation of a study week and individualized help before exam period, or more unscheduled time for special class projects.

The greater instruction time of the semester plan would allow the student a fairer opportunity to become profitably involved in the course content.

The mid-term grade would be more meaningful within the semester structure. With the greater time span a more reflective evaluation could be made by the instructor; and, a failing student would have more time to take the corrective measures needed for eventual success in the course.

Many students in certain courses would benefit from essay style final exams. Yet, the quarter system, allowing little time between the last exam and the grades due deadline, discourages instructors from creating such exams which require greater time for correction.

The semester system would also be advantageous to the instructor. Within a semester system instructors would find less time spent on the preparation, administration, and correction of numerous tests and examination, on grade cards and class record books. This time could better be spent on creating inter department projects, on team teaching experimentation, and on developing innovative supplementary programs.

This system would allow the instructor to achieve greater continuity of material; there would be no necessity of splitting long units of study between two quarters.

It is up to you to vote yes on the semester referendum this Friday.

We Offer Up a Simple Prayer

Do you have a drug problem? Where did you go to work it out? Who did you see? How long did you wait to see Mr. Taylor today? Did you have a problem, but you didn't know who to see? Was there a qualified counselor to see who had the time to REALLY talk to you?

It is obvious that there is a lack of counselors who do have time to talk with students.

Although we do have, counselors, how much time are they able to spend with the students? The counselors that we have now are so bogged down with paper work, recruitment, admissions, or overseeing a staff that they just don't have the time to talk to students about any problems he or she may have.

Mr. Taylor and Mr. Malloy handle transfer and financial aids respectively. Mr. Pufky handles recruitment and admissions. Dean Powers has a multi-facet job which includes overseeing a staff. It is obvious that they not of their own fault, just don't have the time to deal with students' problems. How much of their day is wrapped up in paper work or routine duties as opposed to handling student problems? The majority of their time is not spent in counseling because there is NO time.

What the college has to do is enlighten the county legislature. We have to make them realize we need more counselors who won't be bogged down with so many other duties that they just don't have time to council them.

Between fifteen and twenty percent of the students withdraw or fail out after the end of the first term. Why aren't they saved?

We need someone qualified to handle a draft center where information could be available. We shouldn't have to go to Harpur to get this counseling, it should be HERE ON CAMPUS.

Advisors do course work, but we really need someone beyond the classroom, a person whose primary job would be to help the students. Now an advisor may have to take a student complaint to a colleague and he may side with his colleague, which doesn't help the student.

We need a social director free of routine work. We need someone who has the time to get kids involved. Granted Mr. MacGregor tries to fit a student in, but he just doesn't have time. His job to direct and stimulate social life is lost in the ink of paper work.

We need a full-fledged staff to maintain a study skills center so that a student experiencing trouble in doing homework can get the help he needs.

Faculty members, as well as some students realize we need more qualified counselors.

The first thing a student can do to alleviate the problem is VOTE on February 3rd on the referendum. The results will be presented to the Administration and hopefully they will then be presented to the legislative body. Then all we can do is pray that they become enlightened SOON if not NOW.

(Photo by J. Echols)

The Student Senate, in a unanimous resolution, requests that the Faculty Senate and Faculty Association if and as appropriate, evaluate the ethical and professional breach which we believe has occurred with the use of a car registered to Scoville Ford Inc.: and the display of the Broome Tech mascot in association with said commercial firm on the door of this vehicle, by the Broome Tech Athletic Director.

Students Determine Future

There is a story of an old and very wise teacher in early Athens. There was no question the teacher could not answer. There seemed to be nothing in life the old man did not understand. And finally, one of his students hit upon a way to defeat the old man's wisdom.

The student determined that he would catch a bird and hold it concealed in his hands. He would ask the old man to guess what he was holding. If the old man guessed it was a bird, then the boy would make him say whether the bird was alive or whether it was dead. And if the teacher guessed that the bird was dead, the boy would open his hands and let the bird go, free and alive. But if the wise man guessed that the bird was alive, then the boy would crush out its life and open his hands to reveal a dead bird.

And so it progressed, just as the boy had planned, until he asked the wise man: "Is the bird alive or it it dead?" And the old man said, "My son, the answer to that question is in your hands."

In your hands now rests the question of the future of this Nation, of its promise of progress and prosperity, of the dream of democracy and the future of freedom, of whether men can continue to be governed by human wisdom. And I believe that these things rest in good hands, and that as we put our hands together, your generation and mine, in the alliance we forge we can discover a new understanding, a community of wisdom, a capacity for action, with which we can truly renew both the spirit and the promise of this great and good land we share together.

Coffeehouse

This Friday

8-12 P.M.

(Bookstore cont'd from Page 1)

and not sell at what prices) is a bit confusing. Although FSA determines policy, it is within these broad limits that Mr. Finch can still exercise judgments that a manager rightly has to. It has been suggested that the Bookstore carry contemporary paperbacks and newspapers. Concerning the newspapers, Mr. Finch explained, "I was approached in an indirect manner concerning the Bookstore carrying the N. Y. Times. The proposal was based on a 'sound' business venutre basis. Considering the present staff and space limitations, I did not feel we could handle it. However, I did investigate the matter with Piersons, the local distributor for out-of-town newspapers. They were not willing to service me with the N. Y. Times alone. I would have to subscribe to all 3 N.Y. papers. They would supply a minimum of 15 copies each. This would mean a total of 45 copies daily. The cost for each copy of the N. Y. Times would be 12cents. The selling price being 15 cents per copy." For lack of space and demand the Times dies. Apparently glass mugs and Snoopy sell better. Perhaps the Students' priorities are to blame. The Store sells what Students want. Or does it? You will have a chance to decide later.

(5) It seems to many students that they are finally able to buy their books just before midterms. Although such shortages and delays represent less than 3% of the books sold, it is possible that one book of that 3% is used by the entire freshman class. The result is traumatic when 900 books are missing. Mr. Finch orders requested books 5 weeks ahead of time. Shortages result when each department chairman submits an estimate that is too low. It apparently is difficult to judge amounts. Delays occur on the publishers behalf. Mr. Finch explains, "Of course there's always revisions coming up in textbooks, which again is out of my control. Oftentimes the company, rather than hunting up a few books will delay shipment until the new edition arrives and then send the whole order of revised texts." Special delivery is very often requested by Mr. Finch to alleviate the problem somewhat. The postal service what it is though, not too much should be expected. It seems little can be done on our end to reduce shortages and delays.

(6) "Lack of space" seems to be a reflex reaction. Instead of frothing at the mouth, those in control make noises about space. Although this becomes a drag, even Pavlov's dogs had a reason for frothing. It can be argued that the Bookstore lacks space. Until it is expanded, the only action that can be taken is to throw something out to make room for something else. This involves the problem of priorities again and can be realistically handled only if the Students make their wants and needs KNOWN. Still, Student enrollment is growing, Student needs are expanding. The Bookstore must soon follow or become even more of a mere book depository than it is now.

Administration plans call for a new Bookstore under what is called Phase II. A minor (?) point is that the Broome County Legislature has yet to approve funds for a new store. This brings to mind our "planned" expansion of Phys. Ed. Facilities. The "planned" swimming pool and other's will remain as plans of the past. Will the Bookstore suffer the same or rather, will the Students suffer the same?

Assuming the plans are approved, Phase II will probably not begin for 3 years. To me this is 6 years late. Until that time, the Bookstore is gaining 11½ feet of the Faculty Dining room as a temporary "overflow" Bookstore. Sure to please the Faculty, this expansion is in response to the upcoming loss of Bookstore "B". Bookstore "B" is to be a corridor to new dining facilities starting in September '71. Take one step forward, 2 back – do not pass go . . .

The '70 - 71 Student Handbook contains a wealth of information. Page 28 tells us, "The bookstore, located just off the lobby in the Student Center, is operated by the Faculty-Student Association for the benefit of the Students. All required textbooks and supplies can be purchased here at moderate prices." Turning back to page 19 we find, "The Faculty-Student Association is an educational corporation designed to provide the College, and particularly to the Students and Faculty, services that are not provided for in the regular College budget. It provides the corporate organization through which the Student fees are expended under a budget prepared by the Student Senate and such other organizations as the Athletic Board of Control and the Convocation Committee. It also operates the College Bookstore and the cafeteria. Through the modest earnings of the bookstore, the income from student fees is augmented to support new or special activities and to obtain needed equipment." It appears that FSA wants us to believe that the Bookstore's profits are modest or at least moderate. Just what is moderate?

Records of FSA operations were available to us from the Student Senate. Among other things, we received copies of proposed budgets for '69-70, '70-71, the final balance sheet for the '69-70 budget and an Operating Statement for the Bookstore. Our first glance resulted in a conflict of opinion with FSA on what constitutes moderate profit. We read a Net Worth of the FSA of $95,734.58 and a Net Bookstore Profit of $47,247.26. Hardly moderate. Yet I realized my lack of accounting skills and could hardly attack FSA with just a glance at unexplained figures.

Mr. R. L. Cann is a director and secretary of FSA and also financial advisor to the Student Senate. Mr. Cann produced an audit sheet on Bookstore operations. The audit sheet is based on what most of us would consider profits while the balance sheet we mentioned before included present inventory of books. The difference is that what the Bookstore actually made shrank from an outrageous $47,247.26 to a more reasonable $24,112.49. The discrepancy is a matter of books still in stock; technically profits, but not what most of us think of. FSA Net Worth shrinks likewise because of funds tied up in circulating accounts. You should rest easy – in final examination, the Bookstore isn't robbing you and FSA isn't Howard Hughes.

Around now we realized that to change anything in the Bookstore one has to change FSA. We know FSA determines Bookstore policy and others, but WHO in FSA?

FSA membership includes both Students and Faculty. However the power lies with the Board of Directors (who are elected by members) Article IV, Section 2 of FSA bylaws states, ". . . All directors shall be members of the Association and also members of the administration, faculty, trustees, or student body of the College." "Student body" is something new this year. Mr. Cann explained, "Its the first year that its been allowed under the law. Bob DiNunzio is the one that brought that to our attention. If you look in our notes from the previous year, President Tyrrell had requested several times that we try to get Students on the Faculty-Student Association membership and directorship. But we've been stymied because according to law you had to be 21." There are now 2 Student Directors this year on FSA – Bob DiNunzio, president of Student Senate and Lois Pierson, vice- president of Student Senate.

If we want effective changes in the Bookstore, the FSA is the key. Active Student interest and pressure directed at this organizaton will be the only way to accomplish anything. For the purpose of better determining the direction and extent of Student wishes, we have written 3 propositions to be voted on by the Student body in the referendum. They are listed here with comments for your consideration.

(1) THAT PROFIT EMPHASIS BE SHIFTED FROM TEXTBOOKS TO CLOTHING, MUGS AND RELATED ITEMS RESULTING IN LOWER BOOK PRICES COMPENSATED FOR BY HIGHER PRICES IN OTHER AREAS SUCH AS CLOTHING.

– The point here is that you can't get something for nothing, since we don't sell as many shirts as books, this plan may be impossible until the new Bookstore is built and volume increases. However it is presented here to help decide

(See Bookstore, Page 5)

STAFF PARKING ONLY
J.A.D.
"LOOK PAL, I DON'T CARE WHO GAVE YOU THE CAR, OR WHAT NUMBER 'BUMBLE BEE' YOU ARE AS LONG AS YOU GOT A STICKER!"

Parking Tickets...

Student Control

We are all familiar with the tickets issued by the Pinkerton Guard on campus. They are given out if the driver has parked his car illegally, parked in a reserved parking area, has an unregistered vehicle, or for moving violations (Such as speeding or reckless driving). All faculty tickets are referred to Dean Roehl. All student tickets are referred to either the Dean of Students (Dean Powers) or to the Student Court. Student Court has the authority to either uphold or void a parking ticket, as the judges see fit. All moving violations tickets are given to Dean Powers, who also calls in to his office any student with an overdue fine for a private conference.

The grievance to this is that the Student Court should have sole authority in matter concerning both faculty and student parking tickets and that tickets should be issued only for moving violations. We feel that the Student judges are capable of rendering decisions on these matters, and would increase student involvement on campus affairs.

The second grievance states that there should be no restricted parking areas, other than for doctors, the school nurse, handicapped individuals, and the President of the college. There should not be restricted lots for Students Only for Faculty Only. Instead, parking would be based on a first come, first served basis. We not only feel that this would eliminate minor arguments over parking areas, but provide a fair basis for the parking arrangement.

Both sides are now set forth. One – the grievance – wants students to have more authority in respect to tickets and the offenders and two, wants to see the line of segregation between teachers and students narrowed by common parking lots. We feel that this policy would be fair to the students, to the faculty, and to the administration alike.

Faculty vs. Students...

100% Agreement

by R.L.D.

4) Would you like to see the United States out of Vietnam within the next three years?
5) Do you think a military victory is the only honorable outcome of the Vietnam situation?
6) Do you consider United States participation in the Vietnam War immoral?

Students and faculty have a 100% likeness pertaining to question four. It was 97% to 3% in favor of getting out on Vietnam in both cases. Questions five and six present a close likeness, but not exact. A military victory being the only honorable outcome of the war was not agreed upon by the majority; it was 94% to 89%, faculty to students, who felt this to be wrong. As for the morals of the war, the faculty and students were very close in similarity, but more difference showed with this question than in the first two on the Vietnam issue. The faculty stood at 57% compared to 62% of the students who didn't feel the war to be immoral.

Few comments were submitted pertaining to these questions: the few were very similar. One said, *"I would like to see the U.S. out of Vietnam today."* The different curriculums at Tech seem to think alike on some issues. One from a different division said this on the issue, *"I would like to see the U.S. out of Vietnam immediately, not in three years."*

The faculty and students at Broome Tech are compatable in thought toward Vietnam. They do not like the goings on there and would like to see it come to a quick close.

To conclude this topic, one faculty member stated, *"The fact that Hanoi and Hai-Phong are still standing indicates our country does not seek a military victory. The question is pointless. Question six: some years back our country's foreign policy was to 'contain' communism in Southeast Asia. Hence, I do not see any moral issue unless you approve of communism."*

Next week will cover the remaining four questions: AGNEW and CAMPUS UNREST.

REFERENDUM PROPOSALS

SEMESTER SYSTEM

* 1. That BTCC should follow the advice of the Faculty Assoc. and the Student Senate and change from the quarter to semester system at the earliest possible convenience, but no later than Sept. 1972.

CUT POLICY

1. Every student is expected to attend all sessions of the courses in which he is registered. A student may be absent for personal reasons from one class hour for each credit hour given for the course without penalty. Such absenses shall not occur on the day of a scheduled exam, and the student is responsible for making up all missed work.
2. Each department should establish its own attendance policy, and apply it uniformly within the department.
* 3. Students who are registered for a course are expected to attend all sessions. However, attendance is the student's responsibility. Attendance is mandatory only on those days on which exams are scheduled, however, students are responsible for all classwork and assignments on days missed.

PARKING TICKETS

* 1. That the students court should have sole authority in matters concerning faculty and student parking tickets.
*2. That there should be no restricted parking areas, other than for doctors, the school nurse, handicapped individuals and the President of the college.

MORE COUNSELLORS

* 1. That the county legislature should be requested to provide more counsellors on campus.

BOOKSTORE

* 1. That profit emphasis be shifted from textbooks to clothing, mugs and related items resulting in lower book prices compensated for by the higher prices in other areas such as clothing.
* 2. That bookstore policy be determined by a Student-Faculty Bookstore Committee comprised of equal numbers of Faculty and Students. Decisions by this Committee would be carried out by the Faculty-Student Assoc. The F.S.A. is presently determining policy and administering it. The new committee would assume the policy powers of F.S.A. Results should be a more accurate representation of student needs in bookstore operations.
* 3. That the bookstore should be expanded in time and space, and to expand its services to include newspapers on a daily basis, (such as the N. Y. Times) contemporary paperbacks, used books, etc.

F.S.A.

* 1. That there should be an equal number of student and faculty (administrators) as directors of the Faculty-Student Assoc. (The number of faculty and administrators together should equal students). The Faculty-Student Assoc. is a legal corp. which distributes all campus income (e.g. bookstore profits, cafeteria profits, etc.)

STUDENT ACTIVITY FUNDS AND FEES

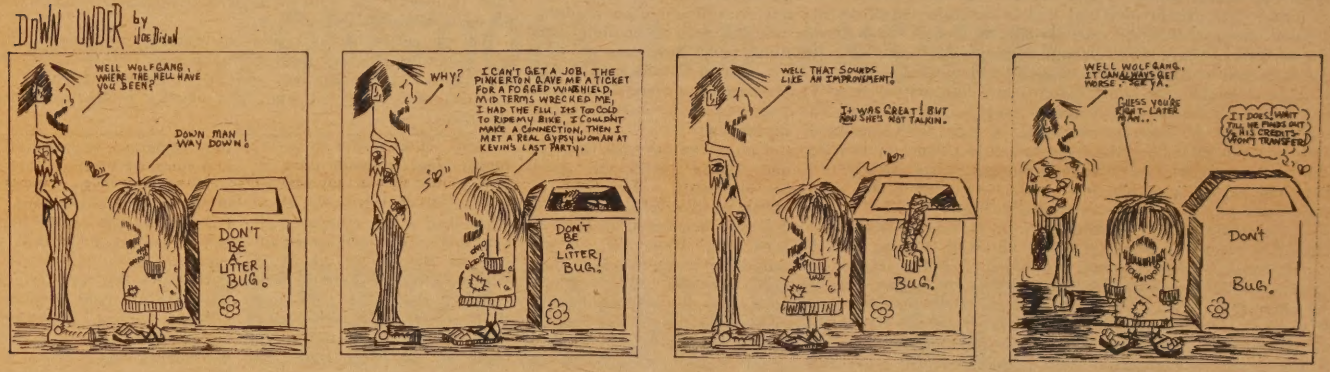
* 1. That the students should have complete control of student activity funds and fees, including that portion which is alloted to the athletic program.

STUDENT EVALUATION OF FACULTY

* 1. That there should be an evaluation committee in each department comprised of students, dept. colleagues and the dept. chairman, who will evaluate those faculty not on continued appointment. The annual evaluation will be based upon:
1. student evaluation forms (distributed each term)
2. recommendations of department colleagues and
3. recommendation of department chairman.

* 2. That there should be an evaluation committee in each department comprised of students, dept. colleagues, and the dept. chairman, who will evaluate those faculty who are on continued appointment and offer their suggestion to said individual in a closed meeting.

*** means that this resolution has been recommended for acceptance by the committee that organized this referendum.**


DOWN UNDER by Joe Dixon
WELL WOLFGANG, WHERE THE HELL HAVE YOU BEEN?
DOWN MAN WAY DOWN!
DON'T BE A LITTER BUG!
WHY?
I CAN'T GET A JOB. THE PINKERTON GAVE ME A TICKET FOR A FORGED WINDSHIELD, MID TERMS WRECKED ME, I HAD THE FLU, TOO COLD TO RIDE MY BIKE, I COULDN'T MAKE A CONNECTION, THEN I MET A REAL GYPSY WOMAN AT KEVIN'S LAST PARTY.
DON'T BE LITTER BUG!
WELL THAT SOUNDS LIKE AN IMPROVEMENT!
IT WAS GREAT! BUT NOW SHE'S NOT TALKIN.
BUG!
WELL WOLFGANG, IT CAN ALWAYS GET WORSE. SEE YA.
GUESS YOU'RE RIGHT- LATER MAN...
IT DOES, WANT TO WE PUNCH OUT HIS CREDITS (WON'T TRANSFER)
Don't
Bug!

Robert Cann

(Bookstore Cont'd from Page 4)

what you want in the future. Incidentally, if you're wondering how Harpur can offer a 10% discount on textbooks, check their clothing prices!! We're of the mind that cheaper books are what you want too.

(2) THAT BOOKSTORE POLICY BE DETERMINED BY A STUDENT–FACULTY BOOKSTORE COMMITTEE COMPRISED OF EQUAL NUMBERS OF FACULTY AND STUDENTS. DECISIONS BY THIS COMMITTEE WOULD BE CARRIED OUT BY THE FACULTY–STUDENT ASSOCIATION. FSA IS PRESENTLY DETERMINING POLICY AND ADMINISTERING IT. THE NEW COMMITTEE WOULD ASSUME THE POLICY POWERS OF FSA. RESULT SHOULD BE A MORE ACCURATE REPRESENTATION OF STUDENT NEEDS IN BOOKSTORE OPERATIONS.

– This may be difficult to enact because of the legal aspects of FSA's corporate status. However it should be possible in some form and would result in a more direct Student voice.

(3) THAT THE BOOKSTORE SHOULD BE EXPANDED IN TIME AND SPACE, AND TO EXPAND ITS SERVICES TO INCLUDE NEWSPAPERS ON A DAILY BASIS (SUCH AS N. Y. TIMES), CONTEMPORARY PAPERBACKS, USED BOOKS, ETC.

–We ask this to see if Student demands are as poor as some suspect. It is this type of questions the new Bookstore Committee would ask.

We suggest you vote "YES" for all three propositions but whatever you feel, VOTE!!

Needed...
Copy of November, 1970 Playboy—
Inquire at Fulcrum Office

BOOK STORE
BROOME TECH
OOME ECH
ST
TECH TAIL
BUM
BTCC
"NEW YORK TIMES? PAPER BACKS? SCIENCE FICTION? AH YES MY BOY WELL HOW ABOUT A BROOME TECH LAUNDRY BAG OR A BEER MUG. WHAT ABOUT A TECH TEDDY OR A FUZZY WHATSIT. LISTEN KID, HEY KID...."
LAD.

To All Students And Faculty

Sigma Epsilon Chi Fraternity would appreciate your assistance in promoting our newspaper and Aluminum can drive. If you would like to help in cleaning our environment, bring your newspapers and cans to the recepticles located at the S.U.B. and in Titchener Lounge. these boxes are temporary until new recepticles are provided.

Thank-you in behalf of ;
Sigma Epsilon Chi Fraternity
Your environment
The Student Loan Fund

(Thou Shalt Not Cont'd from Page 1)

process can be made by creating a review committee set up within each department to evaluate teachers not yet on continuing appointment. This committee comprised of students, department colleagues, and the department chairman would annually review student evaluation forms, and the recommendations of the department chairman, and department colleagues based on classroom visitation (by both parties). In this way I believe that a pattern of teaching can and will be examined, and hopefully improved prior to the arbitrary granting of continuing appointment. Why student evaluation of teachers? Again from The Recognition and Evaluation of Teaching.

"1. Student evaluation increases the chances that excellence in teaching will be recognized and rewarded. It may be the first step to a campus-wide consideration of the qualities that affect teaching and learning and to attracting into the profession those who see teaching as an attractive calling.

2. Student evaluation provides a means of participating between students and teacher which, in large schools, may not be present in other forms. Such participation may lead to the kind of involvement by student and teacher in the teaching-learning process which raises the whole level of instruction. Evaluation can give teaching a kind of dramatic interest which abstract discussion seldom affords.

3. It provides the only direct and extensive information about a faculty member's teaching. Such observations, unlike visitation, do not intrude into the class and are made by those with a genuine interest in the teacher's success. (It is no accident that campus-wide student evaluations tend to arrive at an average level of performance higher than the actual middle. Who wants to be the student of a below-average professor at a below-average college?)

4. An institution may be stimulated by student evaluation of teaching to consider its overall goals and values. If teaching itself is to be evaluated, then what value is teaching to have in relation to research, publishing, and service? If criteria for effective teaching are to be established, what about criteria for effective administration? And what about examining all parts of the rigid and traditional structure which fits individuals into the academic enterprise?

5. The support of student evaluation is a tangible sign that faculty and administration recognize the importance of student involvement in shaping the institution's educational goals and practices. In the words of the Princeton report, "The more we can persuade students to comment thoughtfully and responsibly on their courses and instructors, the more we can convince them that their comments are seriously considered, the more Princeton can do for its students and for the cause of higher education in this restless and rebellious age."

Student and faculty evaluation of teachers already on continuing appointment would aid in making the course instruction more beneficial to the students and aid in improving the instructors prowess. The arguments are self-explanatory, the goals are clear! Let's give more than "lip-service" to our aspirations for an improved educational system. The choices are ours, stagnation, or the creation of a meaningful avenue for change. Please vote "yes" for teacher evaluation in the upcoming referendum.

Natural Treasure...

Akita

The Akita is a National treasure and natural monument in Japan and one look will tell you why. He is a proud dog, holding head high and tail curled over his back.

The breed is over 300 years old and is thought to be derived from the Kari (a hunter), the Tosa (a large fighting dog) and the large Chow (a guard dog). The animals have been used for hunting deer and bear, as guard dogs, as seeing-eye dogs, for police work, and for pulling loads, including sleds. Two male adults have been able to bring down an 800-pound bear. There are few breeds of which this could be said. They are eligible for showing in the AKC and there is an Akita Club of America.

The most outstanding feature of this breed is temperament. Would you like to have a friend with the courage of a lion, the gentleness of a lamb, and the good sense to know the difference? The Akita is for you. Akitas make excellent family dogs. If raised with children, they will tolerate hair pulling, ear tugging, hard riding, and tail pulling. If annoyed, they just walk away. Even when raised without children, the breed is extremely tolerant of young ones. Akitas are famous for barking when there is a reason and being silent otherwise.

Ban Together

by Duane and Grace Gevert

This letter is intended for the students at Broome Tech; that is, the students that really mean business. You know the kind – the ones who try to prepare their work before class; who don't cheat on tests, and the kind that go to the library to study. The rest of you may disregard this letter because, in all likelihood, you could care less! Now, if any of you students have ever gone to the library and have been distracted by the whispering, laughing and prolonged conversations then you, too, know what it's like to be annoyed.

Perhaps we can work together and rid ourselves of these disturbances. Instead of tolerating these inconsiderations, ask the offenders to be quiet or leave. The library is for the purpose of studying and no one, not even one person, should have to put up with any kind of distractions. The library is not a lounge, it is not a student center and if any student doesn't want to study he should go to these other places.

Now, we all realize there are times when students need to briefly confer about school work. But if this need takes more than a few minutes well, then that's what study rooms are for. At Harpur the library is extremely conclusive to serious study; perhaps that's because there are some serious students there. If the majority of BT students are majoring in socializing and minoring in serious study, then they can do their homework some place else. I, for one, have had all that I'm going to take. I pay my tuition in order to be a student and that includes the use of the library and I am going to take full advantage of it.

I'm sure that we can count upon the librarians to back us up. If a student is unwilling to co-operate with library proceedings when asked by a fellow student, then perhaps the librarian's helping hand would be more effective. With the help of all those concerned, we can and will make the library at Broome Tech what it ought to be!

One Akita, Hachiko, used to meet his master at the train station in Tokyo. Commuters grew to recognize the faithful dog and expect his daily appearance. One day the master died, but Hachiko continued to return daily to await the master who never came. Five years later, the dog died and commuters who missed his appearance erected a statue outside the station in commemoration of Hachiko's faithfulness. Although this sounds like a legend, it is a true story. Another famous Akita, Tachibana, was used as a model for a postage stamp commemorating the Akita as a natural monument.

Colors for standards are red, red brindle, black brindle, silver brindle, and white. White markings are acceptable, except as a patch on the side or back. In general appearance the Akita is a robust, strongly built animal. It has a stately and powerful appearance full of grandeur and placidity. Its head is broad and its ears are set far apart and cocked forward, in attention. The tail is large and is carried over its back, on either side, in a three-quarter or full curl.

The Akita has always been known as a very affectionate dog and any love extended by the master is returned many times over by the dog.

Mary J. Echos

(Selective Service Cont'd from Page 2)

Dr. Tarr also directed task forces to find solutions to management, policy, and information problems. One effort resulted in a decision to computerize a management information program which was started in 1970. Other resulting decisions were commitments to improve the alternate work program for Conscientious Objectors, and to create an "open door" public information program, including the publication of five brochures to be offered this month to the public through schools, local boards and a central mailing house. Availability of the new brochures will be supported by a television promotional campaign. A "Curriculum Guide on the Draft" also was written and sent to more than 21,000 school administrators. In addition, a program to supply reference material on the draft to cooperating draft counseling organizations with more than 1,300 organizations requesting this service was developed.

Dr. Tarr also utilized the services of the System's more than 800 Youth Advisors, bringing youth into key roles in the System. More than 60% of the recommendations of the Youth Advisory Committees presented to Dr. Tarr at a national conference in June, 1970, were adopted by the end of the year.

Among other 1970 changes was a policy which required registrants not appearing for pre-induction physical exams to report for induction at which time the examination would be given. This new policy closed a major loophole used by draft evaders.

An "Extended Priority Selection Group" of young men with "reached" lottery numbers who entered the pool of available manpower too late in the year to be inducted also was established. Their liability for induction was extended into the new year, assuring that men with like lottery numbers at each local board were subject to the same treatment.

Another new policy gives the registrant the opportunity to volunteer for a pre-induction physical examination at any time without changing his place in the induction order, allowing the young man to clarify his acceptability for military service at an early date.

Another new Selective Service policy allows young men to drop deferments at any time, regardless of whether they still are meeting the conditions for which the deferment was issued. This new regulation allows men with high lottery numbers to be dropped to a lower draft priority where they would not be inducted unless there was a major national emergency.

To achieve the President's goal of a "zero draft," another task force was appointed to work on recommendations for a stand-by draft, to include the latest methods of computerization, efficiency and more uniform administration.

The new system would register an estimated two million young men who turn 18 every year, informing them of their rights, their opportunities and obligations and place them in categories best reflecting their ability to serve their country in case of national emergency.

Expansion Under Way

The long-awaited Student Center expansion work will start on or about Wednesday, January 20. On that date parking arrangements must be changed, and the three (3) rows immediately north of the building will be roped-off.

Additional parking space is being cleared at the west end of the Student Center lot. Please cooperate with the Pinkerton Officer in his efforts to police this.

There will be many inconveniences for the next several months while the Student Center is being expanded, and we hope they will be accepted gracefully by everyone, in the interests of having a better facility!

Ecology...

See Next Issue

CAMPUS ISSUES CONVOCATION

THURS -FEB 4, 10:25- GYM

STUDENTS FACULTY ADMIN.

QUESTIONS AND ANSWERS

REFERENDUM VOTE

FRIDAY 8-4 IN SUB LOBBY

YOUR CHANCE TO CHANGE CUTS-

SEMESTERS-TEACHER EVALUATION-

BOOKSTORE & MORE

CONVO THURS - VOTE FRIDAY

Hornet Sports

Hornets Stumbled But Didn't Fall

"We stumbled but didn't fall," said Coach Baldwin after a very close shave with a surprisingly strong Mohawk Valley quintet. In fact, the Hawks shaved it so close that the Hornets were granted the over-time reprieve by virtue of a behind-the-back pass that went a strong with Mohawk in a 3 on 1 fast bread situation late in the game. That young man will never know how close he came to being killed by the Hawk's coach, who was seen to have dented the rafters of the gym with his head as the ball sailed out of bounds.

The Hawks played inspired basketball while Tech played give away. Broome led twenty turn-overs and a host of missed shots while Mohawk consistently out-rebounded us on both boards and burned us with the fast break several times. Perhaps a let-down on the Hornets past is understandable after a fantastic win at St. Bonaventure two days before and a big game on the horizon with Robert Morris. However, it can probably be said that on January 20th the Hornet cagers learned a lesson best emphasized by experience — never underestimate the opposition. We could note here that, after playing here, the Hawks went to Buffalo and extended Niagara into overtime also.

Broome was cold the entire first half against 5th ranked Robert Morris, but the Pennsylvanians were to make it hot all the way when we play our last regularly scheduled game of the season in Pittsburgh. The Hornets shot only 29% from the floor in the first half and looked like they would be blown off the floor. However, they came back to thrill the capacity crowd with their outside shooting and tight defense. George broke the R.M. sagging defense with several quick jumpers from the top of the key and it was Tech all the way.

For the second time in as many games the officials had an incorrect understanding of the rule governing aggressive defense by the opposition. And, for the second time in as many contests, Coach Baldwin held a post-game tutoring session with the "refs."

The win should vault Broome into the top ten rankings, but that information probably won't be available for a couple of weeks. We heard a chant to the effect that "We're number 1," but that will have to be determined at Kansas later this year.

Our thanks to the gang in the electrical department for unveiling the Hornet sign for the Robert Morris game. Your support was greatly appreciated and contributed to a very satisfying victory.

Plan to be at the SUB early Saturday night if you want a seat for the big one. This time it's Niagara coming to town and this is a must game if the Hornets are to win the E.S.C. title this year, Niagara has a strong, fast, well-balanced team and will certainly be looking to make to 2-0 against the Tech cagers this year.

On February 12th, Dick Baldwin charges journey to Barton Hall for a second meeting with the Cornell Frosh. This time around they'll know what to expect and, along with having the low-court advantage, they should make the contest very interesting. The game is at 6:15 if you plan to go; a Broome Tech cheering section at any game away is always appreciated.

Hornet Hero

by Jo Jo Handy

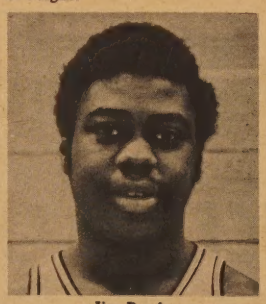
Jim Brody graduated from Franklin K. Lane High School in Brooklyn, New York, unable to make the varsity basketball team after two years of attempts. Jim's only team experience came through the CYO League where he played with Tech's All-American, Frank Streety. Following Frank's advice, Jim performed his techniques for Coach Baldwin in the summer of '69, who realized his true potential, and signed him as a starter.

Enrolled in Business, Jim was amazed at the team's playing. With an average of 16.5 points per game, the Coach placed him under the boards at 6'2", and taught him disciplined ball handling.

This past summer, Jim attended summer school, when he dislocated his shoulder during a workout. The sling was off by September, but doctors advised no exercise for a month. Jim knew he wasn't ready either, and he says, "The Coach could not have been any sadder than I was."

As for now into the season, Jim says, "This year we have a better team. Kansas City will be better because we're controlling the ball more. The Seniors are working together . . . We have good shooters . . . We can probably beat anybody." Jim does admit, though, that his shoulder will never be the same. "I'll always favor it a little bit."

About upcoming games, Jim says, "All the teams will be up for us, but if we play a good game we shouldn't have any problems with them." I hope he's right.



Jim Brody

Skutnik Fund Drive Started

A campaign is going to be held to raise money for the Boys Club in the name and memory of Thomas Skutnik. This Drive will last until February 17th. Signs and boxes will be placed in Titchener Hall, at the switchboard in the Administration building, up in the Student Center, and in the Library Lounge. If they are missing, contact; Mike Skrepcinski—LA71, Mary McGuire—LA72, Maryann Waffle—LA71, Lavon Pruitt—LA72.

(Photo by J. Echols)
Kopalek's "spread-eagle" victory.

Matmen Swipe Decisive Victory

by Jason Knewall

Tech's Hornet Wrestlers wiped out Tompkins-Cortland CC on January 23, with a sweeping 38-6 victory.

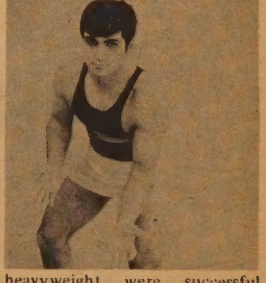
Bob Purtell at 118 took 5 points from a forfeit. Jim Eggleston lost 9-1 in the 126 class for Dave Woolever, who will be out with a shoulder injury received in practice. Chuck Evans followed at 134 to receive an unexpected loss to Atkins, and give Tech their last trailing position.

Jim Lomanaco at 142 against O'Connel, John Sheil against Moore at 150, and John Kopalek at 158, followed in a definite pattern, each obtaining a well-earned pin in the second period. Kopalek, (as usual), put a spread eagle on his hurting opponent, O'Hara at 167, Jerry Rudd followed suit to pin Ostrander in a tough bout. Looking better all the time, Chuck Blincoe pulled off a 10-3 victory over the previously undefeated MacDonald. Fred Marcello at 190 and Jim Poplawski at heavyweight both pinned their men, Ott and Knuntila, in the second period.

With a six pin victory, Coach Whittaker comments, "They didn't expect us to be that good . . . They were a bit out of shape." The team now stands at 4 and 5, and hopefully 5 and 5 following the Mohawk match. The Monroe will tell the true story, though, because they're really tough to beat.

Grappling Star

Fred Marcello played football for four years and wrestled three and one half for North High. Strengthened from football, Fred attempted wrestling under the guidance of a first year coach, who, as Fred says, "didn't teach me too much." Fred excelled, though, in his junior year. He lifted weights all year long to build his strength, and recorded an 18 and 2 year, his losses being by one point each. He comments, "I like wrestling a lot better . . . (than football). It's strenuous and physical . . . just me and another guy battling it out and nobody's gonna help you." The same year, Fred won the STAC championship and placed as the No. 2 man in the sectionals where he originally was seated seventh.



Fred's senior year, still in the 177 class, had his only undefeated season with 12 wins and one tie. The Sectionals, still an accomplishment, set him back to take third, though.

Now at Tech, Fred admits that he came here just to wrestle because Coach Whittaker asked him to. Last year he recorded 18 and 1, his only loss being overconfidence when he let up, was reversed, and received his only pin in his career. At 190, Fred was seated first in the regionals and followed through to pin his final opponent and take the Championship. At the Nationals in Worthington, Minnesota, Fred wrestled five matches within three days, the first being at midnight, and placed fifth in the nation.

This past summer set Fred back when strenuous workouts gave him a slipped disc and a pinched sciatic nerve in his leg, unable to work out until the Doctor cleared his physical. His next four matches at heavyweight were successful even though Fred admits he was extremely out of shape. His only loss this year with a 6 and 1 record was against Orange . . . he just fagged out with 26 seconds left to go.

Fred comments, "This year I'm having trouble getting in shape, I am working hard, though, and am really getting psyched up." Fred is determined to win the Regionals and go on to the Nationals. He says, "If I don't, I'll drop dead." Let's hope he wins.